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ABSTRACT

The Vocational Leadership Development Program at Indiana University of Pennsylvania prepares individuals for leadership roles in curriculum, supervision, and vocational management. It is based on a series of 136 competencies ranging in categories from management of curriculum to management of personnel to management of business and finance. Students/interns enrolled in the program must develop prescribed skills to a predetermined level of application--guided application, independent application, or mastery. The program follows the career ladder approach and together with the open-entry, open-exit concept permits considerable flexibility to interns in selecting career options. An important, integral link in the training process is the local in-house helper, usually the director or supervisor of vocational education, who provides access to authentic experiences. Interns are able to undertake projects for the director or supervisor and, thereby, satisfy skills in the leadership program. The local educational agency benefits, since the intern incorporates state-of-the-art theory and practical application skills in addressing project objectives. The university benefits from the opportunity for interns to apply administrative skills in a real school environment. (Appendixes include a description of the program, a competency list, a sample competency assessment form, and competency development plan.) (YLB)

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Vocational Administrator Preparation: Meeting the Challenge of Economic Renewal*

Introduction

Historically, America's schools have been the institution on whose programs and activities have been pinned the hope for a better society. Consider the response to Russia's launching of Sputnik in October in 1957. At that time the public schools were seen as the only vehicle capable of leading the way to asserting America's technological, material, and military strength. Challenges to our schools are not new. Presently, a major transformation is taking place in our economy. It is characterized by: a shift from heavy, basic manufacturing to the production of high-technology goods; the accelerated growth of small business; the rapid growth of producer, consumer and information services; and the introduction of automation into production.

At the same, time our workforce is changing. In the past, business and industry had a large pool of trained workers from which they could select. Today, however, fewer youths are available for employment while the number of workers who are adults now and presently in the workforce is swelling. In the future, most of the newly created jobs will have to be filled by present-day workers -- workers who have experienced some form of updating or retraining.

This is truly a time of change and crisis in the U.S. workplace, and schools have an absolutely crucial role to play in preparing individuals to

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meet the challenge. To a degree unprecedented in history, our economic growth and development will be determined by the strength of our education system.

The implication of this fact for colleges and universities that prepare vocational leadership personnel is enormous. Contemporary vocational administrators will require skills unheard of several years ago, much less taught at universities. Consider, for example, the following societal expectations held for our vocational schools:

1. Providing for the needs of dislocated workers.
2. Establishing critical skills and customized job training programs.
3. Customizing curriculum development.
4. Providing access to the workplace for women and minorities.
5. Promoting intergenerational vocational training and retraining.
6. Analyzing the labor market continually with effective and coherent strategies.
7. Meeting the challenges of innovations and advanced technology.
8. Developing effective and coherent strategies for articulation and collaboration with appropriate publics.

Admittedly, the above is only a partial list of the expectations confronting present-day vocational leadership personnel. Nevertheless, it does serve to underscore the complex, diverse, and sometimes disenchanted environment in which administrators are required to perform. It also provides a significant statement as to why leadership preparation is more important than ever.

THE PROGRAM

The vocational leadership development program at Indiana University of Pennsylvania (IUP) has recognized the need for flexibility, timeliness, and relevancy in training vocational administrators. The program is based on a series of 136 competencies ranging in categories from Management of

Curriculum to Management of Personnel to Management of Business and Finance. The entire list of competencies has been validated for Pennsylvania Vocational administration and is reviewed annually.

Students enrolled in the program (called curriculum specialist, supervisor, or director interns) must develop prescribed skills to a predetermined level of proficiency -- guided application, independent application, or mastery. Attainment of each skill is determined through the use of competency assessment instruments -- one instrument for each competency, and each is independently scrutinized by three individuals prior to being accepted.

The program follows the career ladder approach and together with the open-entry, open-exit concept permits considerable flexibility to interns in selecting career options. That is, an intern may select the curriculum specialist option and exit the program having developed the required 39 competencies; or by adding 24 additional competencies may exit with supervisory certification. Lastly with the attainment of 45 more, administrative certification could be the option of choice. With acceptable documentation, an intern is given credit for any skill developed in the past.

An important, integral link in the training process is the local inhouse helper, usually the director or supervisor of vocational education. These individuals are close to the day-by-day operation of a school and are able to provide interns with practical assistance concerning individual competencies. The inhouse helpers invest a considerable amount of time in the training of the interns. In addition to daily meetings with the

interns to discuss progress with their competency development, the inhouse helpers provide access to authentic experiences such as working with the executive committee of the Kiwanis or Rotary Club, appointment to local industrial/business councils, involvement with the school's lay advisory committee, providing exposure to the school's financial structure and so forth.

As interns progress through the leadership program, it becomes apparent that by satisfying their skill development needs they are also able to address local level goals and objectives. That is, their preparation program enables them to assume responsibility for projects normally undertaken solely by the administration. For example, assume the director is presented with the opportunity to develop a customized job training program for a local industry. The responsibility for this project could be assigned to the leadership intern since ten or twelve competencies deal almost exclusively with such a project. The intern would undertake the project with a certain amount of enthusiasm since it is both a real, actual project and she/he will be concurrently satisfying several skills in the leadership program. An advantage of such a mutual arrangement is exemplified in a collaboration between the LEA and the university. The LEA will benefit since the intern will be incorporating state-of-the-art theory and practical application skills in addressing the objectives of the project. The theory is acquired by a number of current resources developed at the national, state, and local levels. Both intern and LEA will benefit from the involvement of the university via the identification of resources and offer of technical assistance. The university benefits from the

collaboration since a planned outcome of the leadership program is to train interns who have gone beyond conventional simulation into actual application of administrative skills in a real school environment.

The same synergistic effect can be applied if, for example, a need for articulation with industry and/or post-secondary education exists, or if the vocational institution is being called upon to provide for the needs of dislocated workers via the conventional adult evening school or through emerging intergenerational training concepts. All of these societal issues can be addressed at the LEA using the leadership intern, LEA, and university cooperation.

In summary, the competency-based administrator education program at IUP's Center for Vocational Personnel Preparation prepares individuals for leadership roles in curriculum, supervision, and vocational management. The program is a cooperative venture with local vocational education to provide leadership training that is both relevant and responsive. University faculty and peer administrators at local education agencies recognize that they need to work together to prepare education professionals for what will confront them as contemporary vocational leaders. The program promises to be a proactive force in stimulating economic renewal.

The following documents will provide additional details of the Vocational Leadership Development Program at Indiana University of Pennsylvania.

INDIANA UNIVERSITY OF PENNSYLVANIA
Center for Vocational Personnel Preparation

VOCATIONAL LEADERSHIP DEVELOPMENT

Although IUP's vocational leadership has been underway for several years, it is still in its infancy. At the end of each academic year, evaluation instruments are administered to each participant in the program--interns, field resource persons, faculty, and inhouse resource persons. Based upon the responses from each, modifications are made to the program making maximum use of the strengths as well as remedy weaknesses.

This document will present the salient features of the vocational leadership development program at IUP's Center for Vocational Personnel Preparation Program.

COMPETENCIES TO BE DEVELOPED WERE CAREFULLY IDENTIFIED, VERIFIED, AND MADE PUBLIC IN ADVANCE

Several studies were used in identifying and verifying the tasks (or competencies) needed by vocational leaders (Ramp, 1974; Norton, et. al., 1977; Cotrell and English, 1978; Cotrell and Dunton, 1979; Dunton, 1979, Cotrell and Casler, 1980; and Drake, 1980). From these studies, a list of tasks were presented to a variety of leadership personnel and vocational agencies for validation on a statewide basis. Additionally, the list of competencies was validated for use in western Pennsylvania prior to implementation of the pilot program and have been further subjected to empirical validation.

All of the students enrolling in the program (called leadership interns) are provided with a list of the required competencies (attached), a list of the elective competencies, and Leadership Performance Assessment Forms (LPAFs) which contain evaluative criteria for each competency for which leadership interns are held accountable (see attached sample for Competency No. 722).

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OCTOBER, 1983

COMPETENCY BASED

The requirement in Pennsylvania to receive vocational leadership certification is founded on skill development and related theory acquisition rather than an accumulation of semester hours of credit. Therefore, IUP's leadership program is based on demonstrated competency development. As with any non-traditional delivery system, a unique blending of the university's time-based frame and the leadership program's competency-based frame--where learning is the constant and time is the variable--was necessary. That is, for every three competencies developed, one credit is awarded. However, exit from the program is determined only by competency attainment rather than credit.

CAREER LADDER

The curriculum specialist assists instructors with curriculum development and instructional planning. The supervisor assumes the same responsibilities, with the addition of assisting instructors with pedagogical skill acquisition. The director's role encompasses the roles of the curriculum specialist and supervisor as well as categories of competencies including management of fiscal affairs, buildings and equipment, and greater responsibilities in categories of management of personnel, support services, and internal and external communications.

Thirty-nine competencies are needed for the vocational curriculum specialist level. With the development of twenty-four additional competencies (sixty-three total), the candidate can exit with vocational supervision certification. Finally, a candidate can remain with the leadership program and develop all required competencies for the director's credentials. (Approximately 115 from a pool of 136).

True to the open-entry open-exit concept, the leadership program can accommodate the career aspirations of any bona fide candidate. The applicant can "jump in" at any time, continue developing competencies, and "jump out" when the requisite number of competencies for a particular program (curriculum specialist, supervisor, or director) have been attained. Or a candidate may enter the program and remain with it until all competencies have been developed across all individual programs.

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FIELD BASED

All competencies are developed in an actual school situation using the instructional and support staffs of the local AVTS as a real classroom laboratory. No classes are taken per se at the university; and with very few exceptions, no competency is developed in a simulation setting. The field-based feature enables an intern to immediately apply theory into practice.

SHARED RESPONSIBILITY FOR LEARNING

Unique to competency-based education (CBE) is the division of responsibility in assisting interns in the development of their individual competencies. This responsibility is shared by four members of the training team--the local in-school resource person and helper (SLRP), the field resource person from the university (FRP), the university senior teacher educator (STE), and the intern her/himself

Ideally, the intern assumes a major portion of the learning, with the school leadership resource person (SLRP) helping with skill development, the senior teacher educator (STE) coordinating the activities of the others and assuring consistency throughout the entire training process, and the university field resource person (FRP) helping with skill integration. The degree to which this ideal is realized is dependent upon the commitment of the intern to apply him/herself wholeheartedly to the seriousness of the program.

ADMISSION REQUIREMENTS

All leadership candidates are expected to meet both university and state requirements for admission to the program. Such requirements include (at present) satisfactory vocational teaching experience (three years for supervisor and curriculum specialist candidates; five years for director candidates), a recommendation from a vocational administrator, written agreement by an administrator willing to sponsor the candidate at a local school, and diagnostic assessment. Together with a personal interview with the program coordinator, all the admission criteria are weighed to determine a candidate's suitability.

Additionally, certain university and graduate school requirements are imposed for continuation in the program and advanced degree work.

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MODULARIZED

Since an intern is not required to attend classes, it becomes important to assure all concerned that a suitable knowledge base is established for each competency. Theory for each competency is delivered via a series of modules carefully prepared by a number of sources: The National Center for Research in Vocational Education at the Ohio State University, The American Institute for Research, Virginia Polytechnic Institute, The Pennsylvania Research Coordinating Unit, and locally developed modules/competency guide sheets. Major reliance is placed on the Ohio State University and the Pennsylvania RCU modules because they align themselves so closely with IUP's program.

To assure a sound cognitive base has been developed, a series of competency guide sheets (CGS) are being developed for each competency. To date, approximately 60 of these guide sheets have been written and disseminated to the field. Each CGS identifies resources for theory, incorporates a development plan, suggests items of documentation, and forces the intern to review the Leadership Performance Assessment Form (LPAF) prior to any developmental work. Some CGSs are self-contained and function identical to a module. As a result, these guides will provide theory in depth for only one competency at a time, thus both simplifying and adding rigor to the process. (See sample sample attached for Competency No. 722.)

FLEXIBLE

In the leadership development program, time is flexible for the individual interns, while the exit requirements, (i.e., learning) remain constant. All interns must attain the competencies at the level specified to complete the program. For some it may be as short as two semesters, but it may be as long as several semesters for those who enter with little practical administrative experience.

Mention was made above concerning elective competencies. To add a greater degree of flexibility, as well as "personalize" an intern's total program, not all competencies are required. An intern may select as many as eighteen competencies (for the supervisor's program; 55 for the Director's program) from a large pool if those prove to be more suited to conditions, applicable to local needs, and/or customize the intern's program.

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HUMANISTIC

The individualized nature of the program in the context of a one-to-one relationship calls for emphasis on interpersonal communication skills being practiced on all levels of the program. These skills must be used by the differentiated staff of the program to establish a model for the interns to use in developing helping skills which will enhance their capabilities in working with others. Good human relationships in day-to-day activity must be exemplified by all.

DIFFERENTIATED STAFFING

At present, the vocational leadership program utilizes a coordinator, a senior teacher educator (STE), a field resource person (FRP), and a School Leadership Resource Person (SLRP). Plans include utilizing senior staff for additional input in the training process as the need arises.

The coordinator assumes the responsibility to review all the admission criteria, evaluate the program, review the completion of an intern's program, and coordinate the activities of the leadership program with other programs of the Center. The responsibility of the FRP is to assist the interns with skill integration, conduct the theory debriefing process, and arrange for the small group seminar meetings. The SLRP coordinates the activities required by each competency with the school's activities and provides suitable opportunities for the intern to develop individual skills. The STE essentially acts as a program advisor and ties all elements together.

CLINICAL SUPERVISION

The clinical supervision concept is practiced in this program since most of the assistance provided to and by the interns is on a one-to-one basis. It is constantly emphasized to each intern to work with individual instructors with an aura of a bona fide helping attitude. Through the leadership interns, each instructor must grow professionally via self-evaluation to reach her/his full potential of self-actualization.

One competency required in all programs at a mastery level is No. 774, "Conduct Helping Conferences with Faculty/Staff Members." Through this competency, the helping skills are honed to a fine degree and constantly practiced.

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SELF PACING

While program requirements dictate a minimum of eighteen competencies per semester (six credits are required on a three-competency-for-one credit basis), interns may develop as many competencies as their energy and the situation in the particular school will permit during the semester. One may develop eighteen or thirty depending on the situation. All interns must have a minimum of two instructors outside their occupational specialty to assist each week in order to obtain minimal experience in the vocational curriculum specialist and supervisor development programs to assure confidence in dealing with all areas of vocational education.

TEST-OUT FEATURE

Application level competency documentation is possible through appropriate forms of evidence. That is, if interns believe they already possess competence for a particular task (from past experiences), it is necessary only to gather the evidence (letters, memos, forms, etc.) documenting that competence. To assist in the documentation process, a guide sheet is provided (see attached sample, "Guide for Competency Documentation.")

Interns, additionally, must be cleared on the necessary theory supporting an application level competency before being approved on the attainment of a particular competency at the application level. In other words, interns must demonstrate a cognitive base as well as physical documentation for the test-out feature.

INDIVIDUALIZED

At the beginning of each semester, an intern, the SLRP, and FRP will discuss which competencies can be developed for that semester. A document has been developed to assist in this needs assessment. (See "Needs Assessment" section below, p. 8). Based upon this discussion a plan is formulated (called a contract) listing the competencies in sequential order that the training team (SLRP and FRP) and the intern agree are the ones to be developed for that semester. This plan is tailored to the unique and individual needs of the intern and the local school situation.

As part of this discussion, interns are free to select any competency to develop which will suit their particular needs at that time. If an opportunity arises that would expedite completing a particular competency, an intern may take advantage of that opportunity.

In the process of developing a competency, an individual will have theory needs as well, which may be met both by individualized assistance and the selection of the appropriate module and/or learning experiences.

ARTICULATION

The leadership development program readily lends itself to cooperation and sharing of skills in a number of ways. It was noted above that curriculum specialists and supervisory interns must have a minimum of two instructors to serve each week. Those instructors may be beginning teachers enrolled in IUP's level I or level II program. As such, with this assistance, the intern may function as a school resource person with the level I or level II programs while at the same time fulfilling the responsibility to the leadership program.

Additionally, the intern may perform useful work within the school itself. For example, with the curriculum and instruction skills being developed, the latest in curriculum development theory and instructional systems are integrated directly into the school. The implementation of staff development plans, staff evaluation plans, and advisory committee maintenance are other examples which can be cited in this area of work beneficial to the school.

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NEEDS ASSESSMENT

Very early in an intern's program a needs assessment is conducted to assist in the individualization process. The intern, SLRP, and former supervisors (if any) concurrently and independently review each competency statement as it relates to the intern's degree of competence. The separate assessments are then compared to determine the extent to which each competency is to be addressed-- that is, which will be "tested out," which will be fully developed, and which needs just a little more experience.

This needs assessments uses the following rating scale:

1 indicates awareness level

2 indicates understanding

(levels one and two are essentially theory)

3 Guided application

4 Independent application

5 Mastery

(levels three, four, and five are obviously application)

INDIVIDUALIZED PRESCRIPTIONS

Once the assessment has been completed and the competencies to be developed for the semester are selected, a plan for the development of each competency is prepared. The plan, or Competency Guide Sheet, details (a) which specific criteria on the LPAF will be addressed, (b) the theory resources covering the criteria, and (c) an implementation scheme for developing the competency at the requisite level. The prescription is developed jointly by the intern and SLRP further refining the process of individualization. See "Modularized," p. 4 and "Individualized," p. 6).

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CONTINUOUS FEEDBACK AND SELF EVALUATION

In the process of developing a competency, interns are provided with feedback from SLRPs and FRPs to assist them in self-evaluation using the LPAFs at an application level development. A debriefing of selected learning experiences in the leadership modules or CGSs is used to establish a sound cognitive base. By the very nature of the program, each intern receives continuous feedback from the training staff as well as the local professional staff being assisted.

EVALUATION OF COMPETENCY ATTAINMENT

Once an intern feels that the appropriate level of application has been attained in a given competency, there are three stages of review. In the first stage, a careful self-evaluation by the intern is conducted using the assessment instrument (LPAF) including the selection, preparation, and presentation of tangible evidence of support; i.e., physical documentation.

In the second stage, the school leadership resource person (SLRP) reviews the materials presented by the interns and rates her/him utilizing the LPAF. During the last stage, the FRP reviews all material and approves the attainment of the competency or, in consultation with the SLRP (and/or STE), directs the recycling of appropriate learning experiences and/or the presentation of additional evidence for documentation.

COUNCIL OF LEADERSHIP EDUCATORS REVIEW

The leadership program has been functioning since February, 1981 and has been serving variously six to twenty interns at any one time. Two interns have exited the program successfully and several others are close to their culminating experience.

As a terminal experience, each leadership intern is expected to present him/herself to a review panel consisting of at least one representative from local AVTS administration, outside AVTS administration, and university faculty, both senior staff and field staff. During the Council of Leadership Review (COLR) the intern will present all the competencies in her/his program, together with supporting documentation to the review team, display a brief

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sample of her/his leadership skills via a videotaped recording, participate in a discussion of those skills, and submit a written response to a case study received in advance.

Contingent upon the intern's past skill development, present skill integration, and evidence of future intentionality, both local vocational administration and higher education will assume responsibility of recommending the candidate for certification.

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INDIANA UNIVERSITY OF PENNSYLVANIA
Center for Vocational Personnel Preparation

Director of Vocational Education
Total List of Competencies

Management of Curriculum

701 Develop a school philosophy for vocational education. (4)

702 Cooperate with community power structure to obtain support and aporoval of the vocational education program. (3)

703 Cooperate with other educational agencies in vocational education planning and operation. (3)

*704 Obtain input from the general advisory committee in establishing curricula for vocational education. (4)

*705 State objectives of vocational education consistent with the vocational school philosophy. (4)

706 Identify population for vocational education needs assessment. (3)

707 Determine data gathering strategies. (3)

708 Generate a needs assessment instrument. (3)

709 Train data collectors. (3)

710 Administer needs assessment instrument. (3)

711 Incorporate business and industry manpower projections, student interest, census data, and other appropriate community information data in determining the vocational education programs. (3)

712 Make curricular recommendations for vocational programs. (3)

*713 Assist instructors to establish or reorganize existing craft advisory committees. (4)

*714 Assist instructors to describe occupations and validate with craft advisory committees. (4)

715 Assist instructors to develop philosophy statements for curricula. (4)

Revised 8/83
Director

716 Assist instructors to develop general goals and objectives for curricula. (4)

*717 Assist instructors to obtain existing analyses or to generate occupational analyses. (4)

*718 Assist instructors to write task statements. (4)

*719 Assist instructors to select occupational tasks appropriate for instruction and validate with craft advisory committees. (4)

720 Assist instructors to develop occupational grids. (4)

*721 Assist instructors to analyze tasks. (4)

*722 Assist instructors to develop terminal performance objectives and validate with craft advisory committees. (4)

*723 Assist instructors to compile curriculum framework documents. (4)

*724 Assist administration to prepare state approval applications. (4)

725 Obtain approval for a vocational education program. (3)

*726 Assist instructors to comply with state and federal laws and regulations pertaining to general and vocational education curricula. (3)

727 Assist instructors to provide vocational education designed to meet the needs of all persons to be served. (3)

728 Assist instructors to assess curriculum content with former students and employer follow-up study data. (4)

729 Implement curriculum content modifications. (4)

*730 Implement a systematic evaluation of the vocational education curricula to facilitate management decisions. (3)

731 Prepare proposals for curriculum development. (3)

732 Project long-range (5-year) program needs for vocational education. (3)

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Director

Management of Instruction

733 Evaluate process and product teaching performances (5)

734 Assist instructors to determine the needs and interests of students. (4)

735 Assist instructors to develop enabling performance objectives. (4)

736 Assist instructors to sequence performance objectives. (4)

737 Assist instructors to develop units of instruction (4)

738 Provide appropriate vocational educational materials, instructional aids, and resource persons. (4)

739 Assist instructors to write lesson plans. (4)

740 Assist instructors to select teaching/learning styles. (4)

741 Assist instructors to accommodate student learning styles. (4)

*742 Assist instructors to develop learning packages. (4)

743 Assist instructors to assess instructional materials. (4)

744 Assist instructors to implement instructional materials modifications. (3)

745 Assist instructors to develop skills in individualizing the execution of instruction. (4)

746 Assist instructors to develop skills in the execution of instruction for groups of students. (4)

747 Assist instructors to develop skills in mediated execution of instruction. (4)

748 Assist instructors to develop skills in the evaluation of instruction. (4)

749 Assist instructors to develop shop/classroom management skills. (4)

750 Assist instructors to develop guidance skills. (4)

751 Assist instructors to develop skills in planning and implementing an effective school-community relations program. (4)

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Director

752 Assist instructors to develop skills in planning and implementing a student vocational organization. (4)

753 Assist instructors to maintain a viable professional role and to direct student teacher development. (4)

754 Assist instructors to plan a cooperative education program. (4)

755 Assist instructors to implement a cooperative education program. (4)

*756 Evaluate the vocational instructional program. (4)

757 Maintain an economical delivery system which achieves the stated vocational objectives. (3)

758 Assist instructors integrate the activities of student organizations with the vocational instructional program. (4)

759 Assist instructors to provide vocational instruction to serve special needs students. (4)

760 Maintain a schedule of instruction to meet the needs of individual vocational students. (3)

*761 Comply with laws, rules, regulations, and policies relative to vocational education instruction. (4)

Management of Personnel

*762 Implement vocational education personnel policies established by the board. (4)

*763 Comply with laws, rules, and regulations pertaining to the employment of vocational education personnel. (4)

*764 Prepare a job description for all positions. (4)

765 Maintain recruitment and selection procedures for vocational education faculty and other personnel. (4)

*766 Provide a program of staff development. (4)

767 Maintain a personnel handbook. (4)

768 Maintain a salary and fringe benefit structure. (3)

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Director

*769 Maintain staff morale, an open administration, and a cooperative atmosphere. (4)

*770 Delegate responsibility and authority. (4)

771 Conduct staff meetings (4)

*772 Evaluate the performance of all personnel. (4)

*773 Maintain personnel and employment records. (3)

Management of Communications

*774 Conduct helping conferences with staff/faculty members (5)

775 Engage in reinforcement. (4)

776 Cope with and manage inappropriate behaviors. (4)

777 Seek and recognize verbal and non-verbal feedback. (4)

778 Establish effective working relationships with other system personnel. (4)

779 Coordinate vocational instruction with the academic program. (4)

780 Work cooperatively with groups. (4)

781 Articulate curriculum with other agencies (local, community college, and university). (4)

782 Communicate curricula with public. (4)

783 Link relevant resource persons and information systems. (4)

784 Identify the vocational education information needs of individuals and groups within the community. (3)

785 Speak in support of vocational education to individuals and groups. (4)

786 Prepare news releases, brochures, and other printed materials to support vocational education. (3)

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Director

787 Disseminate vocational education information through radio, television, exhibits, and other media. (4)

*788 Obtain advisory committee(s) assistance to facilitate school-community relations. (4)

789 Inform the community regarding provisions of laws pertaining to vocational education. (4)

*790 Respond to both positive and negative community feedback related to the vocational education program. (4)

*791 Present logical, factual, and documented support for recommendations and proposals pertaining to the vocational education program. (3)

792 Prepare status reports on vocational education. (4)

*793 Articulate vocational education needs and programs with representatives of labor and other community groups. (4)

794 Organize exchange visits between students and community organizations. (3)

795 Implement policy for internal/external communication for vocational education. (3)

796 Write memos, letters, notices, etc., to transmit information about the vocational education program. (4)

797 Conduct recognition programs for school and community supporters of vocational education. (3)

798 Develop vocational education operating policies. (3)

Management of Student Services

*799 Coordinate recruitment and admissions of vocational students. (3)

*800 Provide a vocational student counseling program. (3)

*801 Protect the health and safety of the vocational education students and staff. (4)

802 Maintain a system of students' records. (3)

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803 Coordinate the vocational student transportation system. (3)

804 Arrange for a vocational student work experience program. (3)

*805 Supervise a system of vocational student placement and follow-up. (3)

806 Promote operation of the student government. (3)

807 Maintain a system of student rules and regulations. (3)

*808 Evaluate the total student services program. (3)

Management of Personal/Professional Development

*809 Adhere to a professional code of ethics. (5)

*810 Participate in professional organizations. (5)

811 Prepare a long-range personal/professional development plan. (4)

812 Implement a self-improvement plan. (5)

813 Maintain positive mental health. (5)

814 Apply current vocational education leadership theory and practice. (4)

815 Read professional literature. (4)

816 Maintain a personal/professional philosophy of education. (4)

Management of Physical Facilities

*817 Determine facility and equipment needs for the vocational education program. (3)

818 Provide for the security of vocational education plant, equipment, and personnel. (3)

819 Maintain vocational education facilities and equipment in compliance with all codes, laws, rules, and regulations. (4)

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Director

*820 Maintain vocational education plant and equipment in a safe, clean, operable condition. (4)

821 Coordinate the planning, construction, and equipping of new and/or expanded facilities for vocational education. (3)

822 Maintain a system for receiving, storing, and dispensing materials, equipment, and supplies for vocational education. (3)

*823 Supervise the vocational facilities to allow optimum utilization consistent with safe and efficient instruction. (4)

824 Apply policy regulating the use of the vocational facilities. (3)

825 Supervise food service facilities. (3)

Management of Business and Finance

*826 Prepare an annual budget for vocational education. (3)

827 Prepare a capital improvement budget for a vocational facility expansion or construction. (3)

828 Locate potential sources of funding for new and continuing vocational program operation and development. (3)

*829 Administer annual vocational education budget in line with approved policies and priorities. (3)

830 Implement procedures for purchasing, receiving, dispensing, and accounting for education supplies, equipment, and services. (3)

831 Maintain an approved accounting system providing control, analysis, and audit for all vocational education program funds. (3)

832 Analyze the cost of operating a vocational instructional program. (3)

833 Maintain insurance coverage for the vocational education program. (3)

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834 File reimbursement claims with the State Bureau of Vocational Education. (3)

835 Prepare proposals for special federal and state vocational funding. (3)

836 Present financial status reports to the vocational education governing board and/or appropriate operating committees. (4)

NOTE: All competencies marked with an asterisk (*) are key and usually require extra documentation as well as being evaluated by your STE in addition to your SLRP and FRP.

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VOCATIONAL SUPERVISOR COMPETENCY ASSESSMENT FORM

Competency: Assist instructors to develop terminal performance objectives and validate with craft advisory committee.

Criteria:

	LEVEL OF PERFORMANCE		
	N.A.	NOT ATTAINED	ATTAINED
In assisting instructors to develop terminal performance objectives, the supervisor:			
1. provided examples of clearly stated objectives.			
2. provided resource materials.....			
In reviewing the terminal performance objectives, the supervisor checked just the objectives that:			
3. identified entry-level job skills listed in the occupational analysis.....			
4. translated entry-level job skills into statements of observable behaviors.....			
5. identified conditions under which the student would exhibit competency attainment.....			
6. identified the standard of acceptable performance.....			
7. identified attitudes necessary for performance.			
8. used a separate statement to express each performance.....			
9. stated the objectives in language clear to students.....			
10. had been validated by the craft advisory committee.....			
11. were revised according to suggestions of the craft advisory committee.....			

Evaluatee's Initials _____ Date _____ Evaluator's Initials _____ Date _____

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INDIANA UNIVERSITY OF PENNSYLVANIA
Vocational Leadership Development Program

Competency Development Plan

NAME:_____ DATE:_____

COMPETENCY NUMBER: 722

COMPETENCY TITLE: Assist instructors to develop terminal performance objectives and validate with craft advisory committees.

CRITERIA SELECTION: (which criteria on the LPAF for this competency will be checked as "N/A" and which will be checked as "Attained"?)

"N/A" Criteria:

"Attained" Criteria:

BACKGROUND (THEORY) RESOURCES
For this competency you may wish to read any or all of the following resources:

1. AAVIM CBAE Module Number LT-B-1, "Direct Curriculum Development," pp. 28-39.

2. Professional Preparation Module Series, Number X-2, "Prepare Valid Performance Objectives," (the entire module applies to this competency).

3. AAVIM PBTE Module Number K-4, "Provide Instructional Materials for CBE," pp. 34-36.

4. AAVIM PBTE Module Number B-2, "Develop Student Performance Objectives," (the entire module applies for this competency).

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LISI OF KEY POINIS OR KEY CONCEPIS: (What in your reading did you find particularly important or valuable?)

1.

2.

3.

4.

5.

IMPLEMENIAIION PLAN: (Your implementation plan should reflect your key points and should be approved by your resource person(s) BEFORE you take any action.)

As you develop this competency, document your actions. This documentation could include:

1. A partial listing of the validated tasks developed for Competency 719.

2. A brief discussion (limited to the equivalent of two double-spaced typewritten pages) of how you applied the theory in assisting with the development of TPOs.

3. Samples of 10-20 TPOs developed from the list in item No. 1 above.

4. Minutes from the craft advisory committee discussing, (a) how assurance is made to have <u>all</u> students prepared for <u>most</u> jobs, and (b) a written endorsement of the objectives that they accurately reflect the needs of business/industry.

(SLRP) _____

(FRP) _____

VOCATIONAL SUPERVISOR COMPETENCY ASSESSMENT FORM

Competency: Assist instructors to develop terminal performance objectives and validate with craft advisory committee.

Criteria:

	LEVEL OF PERFORMANCE		
	N.A.	NOT ATTAINED	ATTAINED
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2. provided resource materials.....			
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Evaluatee's Initials _____ Date _____ Evaluator's Initials _____ Date _____

VECS 20 & 21, 8/80, TU, Revised

INDIANA UNIVERSITY OF PENNSYLVANIA
Center for Vocational Personnel Preparation
Leadership Development

GUIDE FOR COMPETENCY DOCUMENTATION

Having conducted a self-assessment and School Leadership Resource Person (SLRP) assessment of the competencies for supervisor of vocational education, those competencies identified as being "documented" require the often difficult task of locating supporting documents or evidence as proof of competence at a specified level. This "Guide" is designed to assist you in that task.

For the competencies identified as "documented," respond to each statement/question below prior to locating the supporting evidence. Then submit the "Guide" to your Resource Person for discussion and suggestions.

1. How did you acquire the experience for competency _____?

2. When did the experience take place? Number of times provided?

3. Who were the recipients of your help/service? (Provide names of instructors, staff members, administration, etc.)

4. Who observed the experience? (Submit name[s] of Supervisor, Director, Principal, etc.)

5. What evidence will you be presenting to verify this experience?**

_____
(Name)

**Substantial evidence is required only for the key (starred) competencies. Your Resource Person and SLRP will determine the extent of documentation for non-starred competencies.

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